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ABSTRACT

This annotated bibliography provides an overview of the issues and selected resources related to the needs of adolescents and young adults with chronic illnesses. The first section of the document lists 80 bibliographic materials, including books, reports, and journal articles on general medical and social aspects, demographics, school issues, and psychosocial and family issues. References are dated from 1983 through 1992. A section on training and educational materials describes a total of 21 manuals, catalogs, pamphlets, videotapes, and curricula. The final section provides addresses, telephone numbers, and descriptions of 16 model programs. (JDD)

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For additional information on the Society for Adolescent Medicine, contact:

Society for Adolescent Medicine
19401 East 40 Highway
Suite 120
Independence, MO 64055
816/795-TEEN

For additional information on the National Center for Youth with Disabilities, contact:

National Center for Youth
with Disabilities
University of Minnesota
Box 721
420 Delaware St. SE
Minneapolis, MN 55455
1-800-333-6293
612/626-2825 or
TDD 612/624-3939

National
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Youth with Disabilities

Welcome to this issue of *CYDLINE* Reviews, a publication of the National Center for Youth with Disabilities (NCYD). As part of NCYD's commitment to raising awareness of the needs of adolescents and young adults with chronic illnesses and disabilities, we have prepared this bibliography for classroom teachers and educational planners on the psychosocial and health concerns of adolescents with chronic illnesses and disabilities. This information is intended to provide an overview of the issues and selected resources; it is not an exhaustive review. We also hope this information will foster a cooperative reationship between educators and health professionals.

For those new to these Reviews, this collection of annotated bibliographies is drawn from NCYD's National Resource Library. The National Resource Library is a computerized, comprehensive database containing information about youth with chronic illnesses and disabilities, and it includes up-to-date expertise, programs, and literature of all relevant disciplines. Issues of *CYDLINE* Reviews that may be ordered are:

- ***Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illnesses***
- ***Adolescents with Chronic Illnesses—Issues for School Personnel***
- ***Promoting Decision-Making Skills by Youth with Disabilities—Health, Education, and Vocational Choices***
- ***An Introduction to Youth with Disabilities (In English or Spanish)***
- ***Substance Use by Youth with Disabilities and Chronic Illnesses***
- ***An Introductory Guide for Youth and Parents (In English or Spanish)***
- ***Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities***
- ***Vulnerability and Resiliency: Focus on Children, Youth, and Families***
- ***Youth with Disabilities and Chronic Illnesses: International Issues***
- ***Race and Ethnicity: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Recreation and Leisure: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Sports and Athletics: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Issues in Nutrition for Adolescents with Chronic Illnesses and Disabilities***

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Nearly 200 journals are regularly reviewed as are relevant books and non-published materials. New entries are added to the library quarterly. Topics in the Bibliographic File include chronic illness or disabling conditions; psychosocial issues; social issues; developmental processes; family; sexuality; education; employment and vocational rehabilitation; community and independent living; service approaches; professional issues; and policy, planning, and legal rights issues.

In addition to the Bibliographic File, the National Resource Library also includes a Program File with information about model programs throughout the country; an Educational Materials File with information on resources for professional development and programming usage; and a Technical Assistance File containing names and background information on consultants with expertise valuable to those involved with youth with disabilities.
You may request specialized searches of the NCYD Resource Library on topics of your choice simply by calling an NCYD Information Specialist. This person will then send the requested information to you in a format similar to this bibliography. In this way, you can easily receive current information on youth with disabilities which is specific to your particular needs and interests. NCYD has other publications available: ***Connections*** (newsletter published three times a year); and ***F.Y.I. Bulletin*** (Fact Sheets presenting statistical and demographic data illustrated with tables, charts, and graphs). If you wish to receive a Publications List or would like information about the Resource Library, our Center can be reached (toll-free in the United States) at **1-800-333-6293, 612-626-2825**, or **TDD 612-624-3939.**

Thank you for your interest in NCYD. We hope you will take the time to read through this issue of NCYD's *CYDLINE* Reviews and share the contents with others.

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BIBLIOGRAPHIC MATERIALS

General Medical and Social Aspects—Books

BOOK
SOURCE

The complete directory for people with disabilities.
Grey House Publishing: Lakeville, CT 06039; 1991:600.

ABSTRACT

A resource guide containing information about organizations, hot lines, assistive devices, camps, rehabilitation centers and schools, job training and research centers, as well as books and professional texts. This is the edition for 1992.

AUTHOR
BOOK

Anderson W; Chitwood S; Hayden D.
Negotiating the special education maze: A guide for parents and teachers. (Second edition)

SOURCE

Woodbine House: Rockville, MD;1990:269.

ABSTRACT

This classic book provides a step-by-step guide to the special education system from the first evaluation through the IEP. The second edition includes current information about early intervention laws and services and a chapter on career education for older children. For information, call 800/843-7323.

AUTHOR
BOOK
SOURCE

Baroff GS.
Developmental disabilities: Psychosocial aspects.
Pro-Ed: Austin, TX;1991:259.

ABSTRACT

A discussion of the psychological and social impact of developmental disability on the individual throughout the life span. The text includes: the effect of disability; habilitative services commonly used by persons with developmental disabilities, with an emphasis on self-esteem; and an in-depth examination of each of the major developmental disabilities (mental retardation, autism, cerebral palsy, and epilepsy).

AUTHOR
BOOK
SOURCE

Batshaw ML; Perret YM.
Children with handicaps: A medical primer. (Second Edition)
Paul H. Brookes: Baltimore, MD;1986:496.

ABSTRACT

Written in language appropriate for educators, this comprehensive reference provides in-depth studies of disabling conditions. Detailed illustrations and a glossary are included.

BOOK	***Chronic illness and disabilities in childhood and adolescence.***
EDITOR	Blum RW.
SOURCE	Grune and Stratton: NY; 1984:424.
ABSTRACT	This edited volume stresses the psychological implications of chronic illness for adolescents. Most chapters discuss a single illness (e.g., cystic fibrosis, diabetes mellitus, epilepsy, sickle cell anemia, cancer, and renal disease), while others address issues common to adolescents across illness categories.

AUTHOR	Bradley-Johnson S; Evans LD.
BOOK	***Psychoeducational assessment of hearing-impaired students: Infancy through high school.***
SOURCE	Pro-Ed: Austin, TX;1991:251.
ABSTRACT	Includes an overview of assessment; background and characteristics of hearing-impaired students; cognitive assessment of hearing-impaired children and adolescents; and assessment of achievement.

AUTHOR	Bradway L; Block LA.
BOOK	***Children with special needs.***
SOURCE	Association for the Care of Children's Health: Bethesda, MD;1990:163.
ABSTRACT	A reference book on children with special needs that addresses physical, emotional, social and cultural aspects of disability. Designed for the classroom but useful in many settings. Referral sources are listed, and implications for education are discussed. To order, call 301/654-6549.

EDITOR	Fithian J.
BOOK	***Understanding the child with a chronic illness in the classroom.***
SOURCE	Oryx Press: Phoenix, AZ;1984:245.
ABSTRACT	Intended for teachers with little background in health, this book describes 13 chronic illnesses and their impact on children in school.

AUTHOR	Friedman RJ; Doyal GT.
BOOK	***Management of children and adolescents with attention deficit-hyperactivity disorder.***
SOURCE	Pro-Ed: Austin, TX;1992:199.
ABSTRACT	This book about ADHD combines current medical and psychological research findings with the authors' clinical experience. Common behaviors and personality characteristics of children with ADHD are presented; a review of medical, psychological, and educational management programs is included.

AUTHOR Gans JE;McManus MA;Newacheck PW.
BOOK ***Adolescent health care: Use, costs, and problems of access.*** Volume Two in the AMA profiles of adolescent health series.
SOURCE American Medical Association: Chicago, IL;1991:87.

ABSTRACT Volume Two in a series of reports that focus on major issues in adolescent health. A question and answer format is used to direct the reader to areas of interest. Topics include: use of health services, health insurance coverage, nonfinancial barriers to health services, and improved access to health services. For additional information, call 800/621-8335.

AUTHOR Garrison WT; McQuiston S.
BOOK ***Chronic illness during childhood and adolescence.*** Psychological aspects.
SOURCE Sage Publications, Inc.: Newbury Park, CA;1989:160.

ABSTRACT This monograph provides a literature review on clinical interventions and case studies that illustrate the problems often encountered in the care of children with chronic illness. The contents include presentation of developmental issues, psychosocial functioning, and clinical interventions.

AUTHOR Gliedman J; Roth W.
BOOK ***The unexpected minority: Handicapped children in America.***
SOURCE Harcourt Brace Jovanovich: NY;1980:525.

ABSTRACT This book, considered a landmark in the field, addresses the problems of children and adults with disabilities from a social/civil rights perspective. Critical research is entwined with anecdotes and interviews. In addition to discussing the social and psychological aspects of disabling conditions, the authors include sections on services for youth with disabilities and employment and maturation issues for young adults.

AUTHOR Graff JC; Ault MM; Guess D; et al.
BOOK ***Health care for students with disabilities: An illustrated medical guide for the classroom.***
SOURCE Paul H. Brookes: Baltimore, MD;1990:304.

ABSTRACT A guidebook providing descriptions of steps involved for 16 health-related procedures most likely to be needed in the classroom including: medication administration, tube feeding, therapeutic positioning, and other required procedures.

EDITOR | Haslam RHA; Valletutti PJ.
BOOK | ***Medical problems in the classroom: The teacher's role in diagnosis and management.*** (Second Edition)
SOURCE | Pro-Ed: Austin, TX;1985:481.

ABSTRACT | An excellent textbook designed to help educational personnel understand and adapt to a broad spectrum of childhood health problems. The material is well organized, well illustrated, and can assist teachers in preparation for mainstreaming children with disabilities.

AUTHOR | Hobbs N; Perrin JM; Ireys HT.
BOOK | ***Chronically ill children and their families.***
SOURCE | Jossey-Bass: San Francisco;1985:406.

ABSTRACT | Discussion of the epidemiology of chronic illnesses; their effects on children, families and communities; health, education, employment and social service needs; financing of care; professional development; directions for future research; professional ethics; and policy options.

EDITOR | Hobbs N; Perrin JM.
BOOK | ***Issues in the care of children with chronic illness.***
SOURCE | Jossey-Bass: San Francisco;1985:953.

ABSTRACT | A major text in the field that includes discussions of basic concepts of chronic illness; epidemiology, demography, and representative conditions; populations with special needs; provision of services and professional training; educational and vocational issues; programs and organizations serving chronically ill children and their families; and economic considerations.

AUTHOR | Kriegsman KH; Zaslow EL; D'Zmura-Rechsteiner J.
BOOK | ***Taking charge. Teenagers talk about life and physical disabilities.***
SOURCE | Woodbine House: Rockville, MD;1992:200.

ABSTRACT | This book explores a wide range of issues that face adolescents with physical disabilities as they move toward adulthood, including independence, body image, relationships, and sexuality. The book contains creative ideas and solutions for problems faced by teens with physical challenges.

AUTHOR | Norwich B.
BOOK | ***Reappraising special needs education.***
SOURCE | Paul H. Brookes: Baltimore, MD;1990:160.

ABSTRACT | This book addresses some of the difficulties and dilemmas in special education today, including the relationship between special education, health and social welfare needs. Goals are examined, as well as ideas about the allocation of resources for special needs children in mainstreamed educational settings.

AUTHOR Rowley-Kelly FL; Reigel DH.
BOOK ***Teaching the student with spina bifida.***
SOURCE Paul H. Brookes: Baltimore, MD;1992:416.

ABSTRACT An educational guidebook for integrating students with spina bifida into K-12 classrooms. The authors explore social, personal, and cognitive development as well as medical concerns. Included is a reference list of additional assessment information. A companion videotape illustrates the inclusion process and interdisciplinary team planning for students with spina bifida. A discounted price is available if the book and videotape are purchased together.

AUTHOR Siegel S; Robert M;Greener K; et al.
BOOK ***Career ladders for challenged youths in transition from school to adult life.***
SOURCE Pro-Ed: Austin, TX;1992:120.

ABSTRACT This book presents detailed information about the Career Ladder Program, a highly rated, school-to-work transition program that has three main components: a supervised work experience; a weekly seminar-employment skills workshop; and ongoing postsecondary services. The book clearly describes program development and implementation. A videotape is also available and can be purchased separately or in combination with the book.

EDITOR Smith MS.
BOOK ***Chronic disorders in adolescence.***
SOURCE John Wright-PSG: Boston;1983:426.

ABSTRACT Smith and numerous colleagues explore the spectrum of chronic disorders in adolescence with guidelines for the clinician who will provide general, continuous health care to patients with a variety of disorders, rather than highly specialized care to one subset of chronically ill youth. The text reviews physical and psychological development, the general effects of chronic illness on self, family, peer relations, and school, special educational and vocational considerations, the response to hospitalization and role of the specialized adolescent unit, death and dying in adolescence, and stress management techniques applicable to any disorder.

AUTHOR Stainback W; Stainback S.
BOOK ***Support networks for inclusive schooling.***
SOURCE Paul H. Brookes: Baltimore, MD;1990:288.

ABSTRACT This book describes ways schools can develop formal and informal support programs to improve the classroom integration of students with disabilities. Topics include peer tutors, buddies, friendships for students, consultative help for teachers, professional peer collaboration, and mainstreaming assistance teams.

AUTHOR Trapani C.
BOOK ***Transition goals for adolescents with learning disabilities.***
SOURCE Pro-Ed: Austin;TX;1990:179.

ABSTRACT This book provides information about academic, social, and vocational planning for students with learning disabilities. Parent, professional, and school collaboration is stressed. Appendices include information about assessment tests, legal issues, professional journals and organizations, social skills training programs, and postsecondary degree programs.

AUTHOR Valdes KA; Williamson CL; Wagner MM.
BOOK **Youth categorized as other health impaired.** Statistical Almanac, Volume 9;1990 Jul; 287.
SOURCE The National Longitudinal Transition Study of Special Education Students. SRI International; 333 Ravenswood Av; Menlo Park, CA 94025-3493.

ABSTRACT This volume from the National Longitudinal Transition Study of Special Education Students (NLTS) presents descriptive data on 475 students with disabilities or health impairments. Forty-three tables present information about household characteristics of youth; characteristics of school and educational programs; services received; and youth outcomes. (Available through SRI International or EDRS, ED#324 901. For information, call 800/443-3742.

AUTHOR Wallace HM; Biehl RF; Oglesby AC; et al.
BOOK ***Handicapped children and youth. A comprehensive community and clinical approach.***
SOURCE Human Sciences Press: New York;1987:378.

ABSTRACT This text addresses a wide range of issues in chapters written by professionals from various disciplines. Subject areas include: definitions of disability, societal responses and resources, services for children and youth, and an overview of many disabling conditions.

AUTHOR Wehman P.
BOOK ***Life beyond the classroom: Transition strategies for young people with disabilities.***
SOURCE Paul H. Brookes: Baltimore, MD;1992:464.

ABSTRACT A comprehensive overview of issues surrounding transition from school to employment for young people with disabilities. Educational, legal, and social issues are discussed. The book covers service delivery systems, public schools, vocational training, and federal regulations as they pertain to development of programs. Each chapter features sample forms, tables, charts, and case studies.

Demographics

AUTHOR Ficke RC.
TITLE ***Digest of data on persons with disabilities.***
SOURCE National Institute on Disability and Rehabilitation Research: Washington, DC; 1992:179.

ABSTRACT This publication from the U.S. Department of Education is a source of data about disability. Data are from a variety of federal statistical sources and are presented in both table and narrative format. The introductory section contains definitions and measures of disability. Other sections contain data about various populations, work disability, disability in long-term facilities, and federal benefit programs. Extensive references are included. For information, contact the National Rehabilitation Information Center (NARIC), 800/227-0216.

AUTHOR Garell DC.
TITLE **Beyond survival of the fittest: Adolescents with chronic illness in the year 2000.**
SOURCE The Society for Adolescent Medicine, National Invitational Conference, Health Futures of Adolescents, April 2-5, 1986, Daytona Beach, FL.

ABSTRACT Discussion of epidemiologic and service delivery issues that affect planning, including technology, in-home services, mainstreaming, support systems, long-term planning, parental involvement, self-help efforts, and changes in the marketplace. For information contact: National Center for Youth with Disabilities, University of Minnesota, Box 721, 420 Delaware St SE, Minneapolis, MN 55455.

AUTHOR Gortmaker SL; Sappenfield W.
TITLE **Chronic childhood disorders: Prevalence and impact.**
SOURCE *Pediatric Clinics of North America* 1984 Feb;31(1):3-18.

ABSTRACT Review of a wide range of chronic illnesses with an emphasis on areas of change and their implications.

AUTHOR Newacheck PW.

TITLE **State estimates of the prevalence of chronic conditions among children and youth.**

SOURCE Institute for Health Policy Studies: UCSF, 1388 Sutter Street, San Francisco CA 94109; 1991:72.

ABSTRACT This report uses a new procedure to create state level estimates of the prevalence of chronic illnesses. These data are a reporting requirement (OBRA-89) for states receiving federal Maternal and Child Health block grants. "Synthetic estimation" makes use of national data adjusted to reflect state population characteristics. The result is a state estimate of prevalence of 17 chronic conditions that result in some level of limitation in children's activities. Cost is $10.00 per copy, payable to Regents, University of California. For information, call 510/476-0705.

AUTHOR Newacheck PW; Budetti PP; Halfon N.

TITLE **Trends in activity-limiting chronic conditions among children.**

SOURCE *American Journal of Public Health* 1986 Feb;76(2):178-84.

ABSTRACT Analysis of data from the National Health Interview Survey indicating an increase of prevalence of activity-limiting chronic conditions among children under 17 years from 1.8% in 1960 to 3.8% in 1981, with approximately 40% of the increase occurring before 1970. After 1970, the increase in prevalence was due to increases in the less severe forms of limitations.

AUTHOR Palfrey, JS; Walker, DK; Haynie, M; et al.

TITLE **Technology's children: Report of a statewide census of children dependent on medical supports.**

SOURCE *Pediatrics* 1991 May;87(5):611-18.

ABSTRACT This article reports on a 1987 Massachusetts census of children aged 3 months to 18 years who were dependent on medical technology. The survey of medical and education providers yielded prevalence and descriptive data. Also included is a discussion of ethical and financial issues.

School Issues

AUTHOR Calhoun ML; Beattie J.
TITLE **School competence needs of mildly handicapped adolescents.**
SOURCE *Adolescence* 1987 Fall;22(87):555-63.

ABSTRACT The study attempted to identify competence needs and skills necessary for adolescents with mild developmental disabilities to cope in a typical high school environment. Areas identified in the analysis include study skills, organizational and time management skills, and communication and social skills. Suggestions for instructional methodology are presented, and areas for further research are suggested.

AUTHOR Chekryn J; Deegan M; Reid J.
TITLE **Normalizing the return to school of the child with cancer.**
SOURCE *Journal of the Association of Pediatric Oncology Nurses* 1986 3(2):20-4,34.

ABSTRACT This article draws upon information derived from interviews with parents, teachers, and 10- to 16-year-old children with cancer. All perceived school as a normalizing influence while describing the difficulties of reentry. Ways in which health professionals and teachers can foster positive reentry are discussed, and strategies are suggested which can help children keep up academically when they are unable to attend school.

AUTHOR Cosden MA.
TITLE **Expanding the role of special education.**
SOURCE *Teaching Exceptional Children* 1990 Winter;22(2):4-7.

ABSTRACT This article summarizes the most pertinent issues facing special education practitioners and researchers in the coming decade. The role of special education in the educational community, shifting demographic patterns of the population served, and defining methodology are seen as priority issues, along with the need for teacher advocacy, collaboration between regular and special education, and the continual development of quality education.

AUTHOR DiCroce HR.
TITLE **Stop the world, they want to get on.**
SOURCE *Health Progress* 1990 Apr;71(3):80-2.

ABSTRACT A discussion of the need for collective efforts between health professionals and educators in helping children with chronic illness succeed. Potential opportunities for parents, teachers, nurses, and children with chronic illness to assist in this process are suggested. The effects of frequent hospitalization on children and families is highlighted.

AUTHOR Duran E.
BOOK ***Teaching the moderately and severely handicapped student and autistic adolescent: With particular attention to bilingual special education.***
SOURCE Charles C. Thomas: Springfield, IL, 1988:225.

ABSTRACT This text focuses on identifying needs and offering options for professional intervention. Topics include: language intervention strategies; vocational training; transitions; postsecondary programs; students with autism or multiple disabilities (especially those which include sensory impairment); parent and family issues; legal issues; Hispanic issues; and issues related to the culturally and linguistically different student.

AUTHOR Faigel HC.
TITLE **Providing for students with physical disabilities: The role of a student health service.**
SOURCE *International Journal of Adolescent Medicine and Health* 1987 Jan; 3(1):5-12.

ABSTRACT The need for coordinated care which is responsive to academic and social needs as well as to the students' physical disability is imperative. A student health center can provide health services as well as coordination of care.

AUTHOR Fairweather JS; Shaver DM.
TITLE **Making the transition to postsecondary education and training.**
SOURCE *Exceptional Children* 1991 Dec/Jan;57(3):264-70.

ABSTRACT This study investigated the participation of youth with disabilities in postsecondary educational and vocational programs. Results indicate that youth without disabilities and youth from economically disadvantaged homes are much more likely to enter postsecondary programs than are youth with disabilities. Youth with disabilities are more likely to attend vocational programs than either two- or four-year college programs.

AUTHOR Fisher G; Cummings R.
BOOK ***The survival guide for kids with L.D. (learning differences).***
SOURCE Free Spirit Publishing Inc.; 400 1st Av N; Minneapolis, MN 55401; 1990:96.

ABSTRACT A school psychologist and a special educator have produced a book for young teenagers with learning disabilities. It explains learning disabilities, relevant public laws, special educational programs, dealing with emotional reactions of self and others, getting along in school, resisting teasing, maintaining friendships, and interacting with family members. Also included is a list of resources for parents and teachers. Can be ordered from the publisher. For information, call 612/338-2068.

AUTHOR Fithian, JH.
BOOK ***Sickle cell disease education at the Children's Hospital of Philadelphia.***
SOURCE *Journal of School Health* 1992 Oct;62(8):388-91.

ABSTRACT This article describes a program and materials developed for educators working with students with sickle cell disease (SCD). Handbooks for teachers, guidance counselors, and school nurses address the impact of SCD on academics, attendance, and peer relationships and resulted in improved interactions between students with SCD and educators. This program also serves as an example for helping students with other chronic illnesses.

AUTHOR Fourqurean JM; LaCourt T.
TITLE **A follow-up of former special education students: A model for program evaluation.**
SOURCE *Remedial and Special Education* 1990 Jan;12(1):16-23.

ABSTRACT This follow-up study evaluates the effectiveness of a special education program. Former students and their parents were interviewed to determine the effectiveness of transition programs and the individual's postsecondary adjustment. Questions related to employment status, problems with employment, postsecondary education, and social development. Respondents also evaluated their high school education and offered suggestions as to what else the high school could have done to prepare the student for adult life. The most obvious deficit was in the area of social skills development. Respondents also indicated a need for improved vocationally-oriented life skills education.

AUTHOR Fowler MG; Whitt JK; Lallinger RR; et al.
TITLE **Neuropsychologic and academic functioning of children with sickle cell anemia.**
SOURCE *Journal of Developmental and Behavioral Pediatrics* 1988 Aug;9(4):213-20.

ABSTRACT A study involving extensive measures of academic functioning of children, 6 to 17 years of age with sickle cell anemia (SCA). The research confirms other study results which show SCA children running a higher risk of learning problems than children without the disease. Results indicate decreased reading, visual, motor, and attention skills among older SCA children which suggests the possibility of neurologic deficits from the disease. Longitudinal studies involving correlations with more physical illness severity variables are recommended.

AUTHOR Fradd SH; Correa VI.
TITLE **Hispanic students at risk: Do we abdicate or advocate?**
SOURCE *Exceptional Children* 1989 Oct;56(2):105-10.

ABSTRACT The number of students with disabilities and also limited English proficiency is increasing. Cross-cultural communication represents the major obstacle to provision of services to this population. Transdisciplinary teaming is suggested as an approach to meeting the needs of these students.

AUTHOR Getzel EE.
TITLE **Entering postsecondary programs: Early individualized planning.**
SOURCE *Teaching Exceptional Children* 1990 Sep;23(1):51-53.

ABSTRACT Barriers which have traditionally inhibited the enrollment of students with disabilities in postsecondary education and training programs are discussed. Corresponding "best practices" which effectively overcome these barriers when incorporated into a transitional plan and suggestions for obtaining resources at the local level are provided.

AUTHOR Halloran WD; Ward MJ.
TITLE **Improving transition programming: Changing special education's focus.**
SOURCE *Pointer* 1988 Win;32(2):43-6.

ABSTRACT OSERS (Office of Special Education and Rehabilitation Services) transition initiative and its essential components are described in this article. Bridging the gap between school and employment continues to be a central focus for youth with disabilities. Indications of progress stemming from this initiative are described. However, changes in the focus of special education are still needed to ensure a successful transition for all youth with disabilities.

AUTHOR Jambor T; Gargiulo R.
TITLE **The playground: A social entity for mainstreaming.**
SOURCE *Journal of Physical Education, Recreation & Dance* 1987 Oct;58(8):18-23.

ABSTRACT A consideration of the importance of the playground as a vehicle for mainstreaming. Extensive recommendations are given for designing and developing playgrounds which integrate children with disabilities and focus on access and safety.

AUTHOR Lord J; Varzos N; Behrman B; et al.
TITLE **Implications of mainstream classrooms for adolescents with spina bifida.**
SOURCE *Developmental Medicine and Child Neurology* 1990 Jan;32(1):20-9.

ABSTRACT Study of 31 patients ages 12-19 years and their caretakers comparing social and academic consequences of placement in regular, combined, or special classes.

AUTHOR Luftig RL.
TITLE **Assessment of the perceived school loneliness and isolation of mentally retarded and nonretarded students.**
SOURCE *American Journal of Mental Retardation* 1988 Mar;92(5):472-75.

ABSTRACT On a scale designed to measure student perceived loneliness and social adequacy, students with mental retardation reported significantly more loneliness and isolation than did their counterparts without mental retardation. Findings suggest that mainstreaming by itself does not eliminate loneliness and other adverse effects of social isolation.

AUTHOR McGookey K.
TITLE **Drama, disability, and your classroom.**
SOURCE *Teaching Exceptional Children* 1992 Win;24(2):12-14.

ABSTRACT This article discusses the use of drama to create disability awareness among youth of all ages. These techniques are modeled after the Mad Hatters Educational Theatre for the understanding of people with special needs or disabilities. Included is a list of famous persons who have disabilities, as well as a listing of books, films, and television shows containing disability topics.

AUTHOR Mira MP; Tyler JS.
TITLE **Students with traumatic brain injury: Making the transition from hospital to school.**
SOURCE *Focus on Exceptional Children* 1991 Jan;23(5):1-12.

ABSTRACT This article provides information about the nature of traumatic brain injury in terms of neuropathology, patterns of recovery, and educational programming. The importance of successfully returning to school following hospitalization is considered in detail. The manner in which hospital staff, educators, and family members can cooperate to facilitate transition is highlighted, and a case study provides an example of best practice.

AUTHOR Murray-Seegert C.
BOOK ***Nasty girls, thugs and humans like us: Social relationship between severely disabled and nondisabled students in high school.***
SOURCE Paul H. Brookes: Baltimore, MD, 1989:216.

ABSTRACT Using an ethnographic approach in a troubled urban high school, 30 students with disabilities and 32 non-disabled students were studied in order to understand the process of integration. The problems with, and benefits of, integration are explored for students with and without disabilities in this insightful book.

AUTHOR | National Information Center for Children and youth with Disabilities (NICHCY).

TITLE | **Social skills.**

SOURCE | *News Digest* 1988;6:7.

ABSTRACT | Social skill deficiencies often result in unemployment or underemployment for youth with disabilities as they make the transition from school to work. This edition of *News Digest* offers suggestions for changing inappropriate behaviors and developing more appropriate social skills. Schools play an important role by encouraging social integration between students with and without disabilities and by encouraging awareness of life with a disability. To order, call NICHCY, 800/999-5599.

AUTHOR | National Information Center for Children and youth with Disabilities (NICHCY).

TITLE | **Related services for school-aged children with disabilities.**

SOURCE | *News Digest* 1991; 1(2):23.

ABSTRACT | This issue of *News Digest* focuses on the provision of related services to school-aged children with disabilities. Examples of related services are provided along with ways students usually access related services. Coordination and funding of related services are discussed. A reference list is included. To order, call NICHCY, 800/999-5599.

AUTHOR | Novello AC; DeGraw C; Kleinman DV.

TITLE | **Healthy children ready to learn: An essential collaboration between health and education.**

SOURCE | *Public Health Reports* 1992 Jan-Feb; 107(1):3-15.

ABSTRACT | A discussion of the "Health Children Ready to Learn" initiative. The goals and objectives of the program include health education, prevention, early screening for disease and disability, and the provision of prompt medical treatment when necessary. The realization of these goals necessitates a collaborative effort between health service professionals and the education system.

AUTHOR | Palfrey JS; Haynie M; Porter S; et al.

TITLE | **Project School Care: Integrating children assisted by medical technology into educational settings.**

SOURCE | *Journal of School Health* 1992 Feb; 62(2):50-4.

ABSTRACT | An overview of Project School Care which provides guidelines and consultation to families and schools regarding children who are assisted by medical technology. The model is presented, and the history and impact of the project are reviewed. Recommendations for meeting the needs of children who are dependent on medically technology are discussed.

AUTHOR Sailor W; Anderson J; Doering KE; et al.
BOOK ***The comprehensive local public school - Regular education for all students with disabilities.***
SOURCE Paul H. Brookes: Baltimore, MD;1989:336.

ABSTRACT This book delineates a new, comprehensive educational model based on integrated community instruction for students needing special education services. It examines barriers communities may face in implementing such a model and ways to overcome them.

AUTHOR Schaeffer AL; Zigmond N; Kerr MM; et al.
TITLE **Helping teenagers develop school survival skills.**
SOURCE *Teaching Exceptional Children* 1990 Sep;23(1):6-9.

ABSTRACT The author's premise is that teenage students with disabilities often fail in school due to poor time management, organizational, and communication skills. This article includes many practical suggestions that teaching staff may employ to teach students basic "school survival" skills needed for success.

AUTHOR Walker DK.
TITLE **Care of chronically ill children in schools.**
SOURCE *Pediatric Clinics of North America* 1984 Feb;31(1):221-33.

ABSTRACT Discussion of educational placement, school services, and the pediatrician's role in the schools. In view of regulations requiring that schools accommodate children with a wide variety of chronic illnesses, this article identifies the major issues that must be addressed by schools and proposes guidelines for appropriate school care. Services described include: support therapies (speech/language, occupational, and physical); schedule modifications; modified physical education; transportation; building accessibility; toileting/lifting assistance; counseling services (school, career, and personal); and school health services (administration of medications, implementation of medical procedures, emergency preparations, case coordination).

AUTHOR Walker P.
TITLE **Where there is a way, there is not always a will: Technology, public policy, and the school integration of children who are technology-assisted.**
SOURCE *Children's Health Care* 1991 Spr;20(2):68-73.

ABSTRACT A review of educational and Medicaid policy regarding payment for school health services for technology-assisted children. Recent litigation is examined, and integration/inclusion of technology-assisted children in schools is discussed.

AUTHOR Walker P; Edinger B; Willis C; et.al.
TITLE **Beyond the classroom: Involving students with disabilities in extracurricular activities at Levy School.**
SOURCE *TASH Newsletter* 1988:58.

ABSTRACT This report describes a variety of strategies used in a middle school in Syracuse, New York to involve students with disabilities in activities such as volleyball, cross country skiing, basketball, and the Spanish club. Available from: The Center on Human Policy; 200 Huntington Hall, Syracuse University; Syracuse, NY 13244-2340; 315/443-3851. (Cost-$3.95 + 2.00 postage and handling.)

AUTHOR Walker S.
TITLE **Building bridges to employment.**
SOURCE *OSERS News in Print* 1991 Spr;III(4).

ABSTRACT This article highlights innovative mentorship and transition models that have been developed to prepare minority youth with disabilities for future employment. Included are: The Collaborative Model; The Future Assets Student Talent (FAST) Program; The Howard University Bridges to Leadership 2000 Youth Training Program; and the Systems Success Program. This newsletter is available from The Office of Special Education and Rehabilitative Services; Switzer Bldg., Rm 3129; 330 "C" St SW; Washington, DC 20202-2524; 202/732-1723.

AUTHOR York J; Vandercook T; MacDonald C; et al.
TITLE **Feedback about integrating middle-school students with severe disabilities in general education classes.**
SOURCE *Exceptional Children* 1992 Dec/Jan;58(3):244-58.

ABSTRACT General educators, special educators, and students with no disabilities were surveyed one year after participating in an integrated school program with students with severe disabilities. All three groups expressed positive outcomes and recommended that integration continue.

AUTHOR Zigmond N.
TITLE **Rethinking secondary school programs for students with learning disabilities.**
SOURCE *Focus on Exceptional Children* 1990 Sep;23(1):1-22.

ABSTRACT This article provides an overview of the challenges facing students with learning disabilities and educators at the secondary level. The author considers a wide range of issues including the dropout problem, postsecondary adjustments, and curriculum in high schools. Characteristics of effective secondary education programs are reviewed, and two service delivery models are discussed.

Psychosocial and Family Issues

AUTHOR Broadhead GD.
TITLE **Special issue on Down syndrome.**
SOURCE *Adapted Physical Activity Quarterly* 1991;8(3):1-88.

ABSTRACT This special issue on Down syndrome includes an extensive review of Down syndrome studies conducted over the past 30 years and four research articles that compare individuals with Down syndrome to the general population.

AUTHOR Crittenden PM.
TITLE **Toward a concept of autonomy in adolescents with a disability.**
SOURCE *Child Health Care* 1990 Sum;19(3):162-8.

ABSTRACT Discussion of the development of autonomy by adolescents with disabilities in terms of a theoretical framework that focuses on the individual's ability to make personal decisions and the ability to develop and maintain appropriate relationships with parents and peers. This framework is presented in contrast to theories that define autonomy in terms of the ability to be independent from assistance, especially physical assistance. The author suggests the need for empirical examination of the various aspects of individual and family functioning where disabling conditions are a factor.

AUTHOR Geber G; Okinow NA.
TITLE **Chronic illness and disability.**
EDITOR Hendee WR.
BOOK ***The health of adolescents: Understanding and facilitating biological, behavioral, and social development.***
SOURCE Jossey-Bass: San Francisco, CA;1991:282-301.

ABSTRACT This chapter presents an overview of the prevalence and impact of chronic illness and physical disability on the lives of adolescents. Areas addressed include: development, psychosocial adjustment, social and sexual concerns, educational and vocational issues. Recommendations are made in regard to policy and planning in meeting the unique transitional needs of youth with disabilities.

AUTHOR Hauser ST; Jacobson AM; Lavori P; et al.
TITLE **Adherence among children and adolescents with insulin-dependent diabetes mellitus over a four-year longitudinal follow-up: II. Immediate and long-term linkages with the family milieu.**
SOURCE *Journal of Pediatric Psychology* 1990 Aug;15(4):527-42.

ABSTRACT This study analyzed adolescents with insulin-dependent diabetes mellitus (IDDM) by using patient and parent perceptions of the family environment near the time of diagnosis to predict adherence patterns. Findings verified that family support is crucial for favorable adjustment and enhanced adherence.

AUTHOR McNair J; Rusch FR.
TITLE **Parent involvement in transition programs.**
SOURCE *Mental Retardation* 1991 Apr;29(2):93-101.

ABSTRACT The results of a study of parents of young adults with disabilities suggest that more parents want to actively participate as a member of a transition team and play a major role in decision-making than have the opportunity to do so. Most parents desired that their children have opportunities to live away from home, work in the community, and earn at least minimum wage.

AUTHOR Morgan SA; Jackson J.
TITLE **Psychological and social concomitants of sickle cell anemia in adolescents.**
SOURCE *Journal of Pediatric Psychology* 1986 Sep;11(3):429-40.

ABSTRACT A study of adolescents with and without sickle cell anemia (SCA) supporting the hypothesis that adolescents with SCA are at increased risk for adjustment problems, especially in measures of body satisfaction, depression, and social withdrawal. The authors suggest that disease-related variables (growth retardation, delayed puberty, limited physical capacity, and academic underachievement) may underlie their findings.

AUTHOR Murtaugh M; Zetlin AG.
TITLE **The development of autonomy among learning handicapped and nonhandicapped adolescents: A longitudinal perspective.**
SOURCE *Journal of Youth and Adolescence* 1990 Jun;19(3):245-55.

ABSTRACT This study looked at 30 adolescents with learning disabilities and 30 adolescents without learning disabilities to determine their level of autonomy. Representative measures included distance from parental supervision, responsibility, and deviance. Findings indicate that adolescents with learning disabilities lag behind their peers in achieving separation from parental supervision.

AUTHOR National Information Center for Children and Youth with Disabilities (NICHCY).
TITLE **Having a daughter with a disability: Is it different for girls?**
SOURCE *News Digest* 1990 Oct;14:15.

ABSTRACT Societal differences in the treatment of males and females usually result in less training for independence for girls (daughters) with disabilities. Stereotypes of females as dependent and passive and the absence of positive, successful role models place women with disabilities at a disadvantage in the areas of employment and independent living. This edition of *News Digest* suggests ways parents can foster independence at home and at school. To order, call NICHCY, 800/999-5599.

TITLE **Ensuring access: Family-centered health care financing systems for children with special health needs.**

SOURCE New England Serve; 101 Tremont St., Ste 812; Boston, MA 02108; 617/574-9493, 1991, 28.

ABSTRACT A publication to assist individuals and groups in evaluating current public and private health financing systems; assessing financing proposals at the federal and state level for their appropriateness for children with special needs; and educating the public and private sector regarding the components of a family-centered health financing system.

AUTHOR Orr DP; Weller SC; Satterwhite B; et al.

TITLE **Psychosocial implications of chronic illness in adolescence.**

SOURCE *Journal of Pediatrics* 1984 Jan;104(1):152-7.

ABSTRACT In this eight-year follow-up study of children with a chronic illness, health status correlated with eight psychosocial variables: planning for the future, engaging in family activities, dating, possession of a driver's license, talking with parents, satisfaction with family life, school enrollment and school adjustment. While most of the adolescents with chronic illness showed normal adjustment, those who experienced a resulting impairment were most at risk for problems in the above areas.

AUTHOR Perrin JM; Stein RE.

TITLE **Reinterpreting disability: Changes in supplemental security income for children.**

SOURCE *Pediatrics* 1991 Nov;88(5):1047-51.

ABSTRACT An overview of the changes in the Social Security Administration's criteria for determining Supplemental Security Income (SSI) eligibility for children with disabilities, following Sullivan v. Zebley, the 1990 Supreme Court case. Implications for children with disabilities and their families and opportunities for the pediatric community are discussed.

AUTHOR Reisner H.

BOOK ***Children with Epilepsy: A parents' guide.***

SOURCE Woodbine House: Rockville, MD, 1990:314.

ABSTRACT This book provides current information about diagnosis and treatment of epilepsy and won the 1988 National Book Award given by the Epilepsy Foundation of America. It is a companion to the video "Just Like You and Me." The video is available from PBS Video, 800/424-7963.

AUTHOR Smith G.
TITLE **A patient's view of cystic fibrosis.**
SOURCE *Journal of Adolescent Health Care* 1986 Mar;7(2):134-8.

ABSTRACT An eloquent and thought-provoking account of a young man's experience of life with cystic fibrosis.

AUTHOR Strax TE.
TITLE **Psychological issues faced by adolescents and young adults with disabilities.**
SOURCE *Pediatric Annals* 1991 Sep;20(9):507-11.

ABSTRACT A review of psychosocial and psychosexual development issues of adolescents and young adults with disabilities. Four major developmental goals of adolescence are discussed: personal identity, independence from parents, close relationships outside of family, and vocation. Youth with disabilities often have a more prolonged adolescence than youth who don't have disabilities, because they tend to be overprotected, acquire less social and psychological growth from peers, and lack role models.

AUTHOR Werner EE.
TITLE **The children of Kauai: Resiliency and recovery in adolescence and adulthood.**
SOURCE *Journal of Adolescent Health* 1992 Jun;13(4):262-8.

ABSTRACT A longitudinal study of 698 children from birth through 32 years of age on the Hawaiian island of Kauai. The article summarizes information on the protective factor that assisted vulnerable individuals to escape childhood adversity and develop resiliency. Implications for prevention and intervention are discussed in relation to the study findings.

AUTHOR Woodhead JC; Murph JR.
TITLE **Influence of chronic illness and disability on adolescent sexual development.**
SOURCE *Seminars in Adolescent Medicine* 1985 Sep;1(3):171-6.

ABSTRACT Discussion of sexual issues with a psychosocial emphasis as relating to chronic illness and disability by developmental level.

TRAINING & EDUCATIONAL MATERIALS

TITLE	**An Educator's Manual: What Educators Need to Know About Students with Traumatic Brain Injury**
SUPPLIER	National Head Injury Foundation, Inc.
ADDRESS	1776 Massachusetts Av NW, Suite 100; Washington, DC 20036
PHONE	202/296-6443
PRODUCER	NHIF Education Task Force
DATE	1988
ABSTRACT	An overview of the effects of TBI from an educational perspective with guidelines and standards for students with TBI (#85-028). Purchase: $15.00.

TITLE	**Children Assisted by Medical Technology in Educational Settings: Guidelines for Care**
SUPPLIER	Project School Care
ADDRESS	Children's Hospital; Gardner 610; 300 Longwood Av; Boston, MA 02115
PHONE	617/735-6714
DATE	1991
ABSTRACT	A manual to help schools and families develop individualized programs for children assisted by various forms of medical technology. Purchase: $30.00.

TITLE	**Children Assisted by Medical Technology in Educational Settings: Resources for Training**
SUPPLIER	Project School Care
ADDRESS	Children's Hospital; Gardner 610; 300 Longwood Av; Boston, MA 02115
PHONE	617/735-6714
PRODUCER	Porter S; Bierle T; Dietrich LL; Palfrey JS
DATE	1991
ABSTRACT	A catalog presenting resource materials in print and video that facilitates the training of school and other community personnel. Purchase: $5.00.

TITLE	**Coping With Cancer: The High School Years**
SUPPLIER	American Journal of Nursing Company, Educational Service Division
ADDRESS	555 West 57th St; New York, NY 10019
PHONE	800/225-5256
PRODUCER	Memorial Sloan-Kettering Cancer Center
DATE	1983
ABSTRACT	At a difficult age, with a complicated disease, six courageous teenage patients shed light on the range of their emotions as they encounter their peers, teachers and parents; as they fight to maintain and increase their independence, a struggle made more difficult by overly protective, worried adults; and as they discover one of life's miracles - that their fight with cancer has strengthened and enriched them. A version is also available for students in the middle school years. Rental: $70.00; Purchase: $200.00.

TITLE	**Course Work and Career Planning for Students with Epilepsy**
SUPPLIER	Epilepsy Foundation of America
ADDRESS	4351 Garden City Drive; Landover, MD 20785
PHONE	301/577-0100
PRODUCER	Epilepsy Foundation of America
DATE	1986
ABSTRACT	This pamphlet is designed for secondary school counselors and other school personnel. It explains epilepsy and its treatment; public misunderstanding; and school activities, both social and academic. It also discusses the role of the counselor in career planning and suggests ways school personnel can improve the student's opportunities for success in school (#068-SCB, $.75).

TITLE	**Don't Freeze Me Out**
SUPPLIER	Landmark Films
ADDRESS	3450 Slade Run Drive; Falls Church, VA 22042
PHONE	800/342-4336
PRODUCER	Pat Mochel
DATE	1987
ABSTRACT	A 16-minute videotape that features members of the Adolescent Oncology Support Group at Johns Hopkins Hospital in Baltimore, MD. The tape explores their feelings and experiences on returning to school after chemotherapy, bone marrow transplants, surgery, or other treatments for cancer. Rental: $65.00; Purchase: $195.00.

TITLE	**Draft Instructional Units for Special Education**
SUPPLIER	Maryland Student Service Alliance
ADDRESS	200 West Baltimore St; Baltimore, MD 21201
PHONE	410/333-2427
PRODUCER	Maryland Student Service Alliance
ABSTRACT	This 158-page curriculum assists the special educator in engaging students with mental retardation in community service. Included are 20 fully developed project plans for service to the aging, those in poverty, the environment, and the school. Students prepare by learning problem-solving and communication skills. The guide details how to build support for service in the school, how to get agencies to accept students with disabilities, and how to incorporate projects into the classroom to fulfill individual education goals. Each program plan includes suggestions for preparation and reflection, materials and resource people, and ways to overcome obstacles such as transportation and funding. Purchase: $20.00.

TITLE	**Educational Rights for Children with Arthritis: A Manual for Parents**
SUPPLIER	Arthritis Foundation
ADDRESS	1314 Spring Street NW; Atlanta, GA 30309
PHONE	404/872-7100
PRODUCER	American Juvenile Arthritis Organization
DATE	1989
ABSTRACT	This self-teaching, 196-page manual is designed to ensure that children and youth with rheumatic diseases receive needed services in school. It covers laws and terminology related to special education and explores communication and advocacy techniques that will help parents and professionals work together for the benefit of the child. Purchase: $8.00 plus $1.50 postage.

TITLE	**Growing Up Capable**
SUPPLIER	AbleNet Inc.
ADDRESS	1081 Tenth Av SE; Minneapolis, MN 55414-1312
PHONE	612/379-0956 or 800/322-0956
PRODUCER	AbleNet
ABSTRACT	A 9-minute video that contains a collection of stories about children with severe disabilities using simple technology to lead more independent lives. Experiences in many daily living situations are documented. Preschool to high school classroom activities are shown. Purchase: $20.00.

TITLE	**Handbooks on Sickle Cell Disease for Educators**
SUPPLIER	Janet Fithian
ADDRESS	Sickle Cell Center Children's Hospital of Philadelphia; 34th St and Civic Center Blvd.; Philadelphia, PA 19104.
PHONE	215/590-2232 or 3423
PRODUCER	Janet Fithian
DATE	1991
ABSTRACT	A set of four handbooks for educators, including school nurses, teachers, guidance counselors, and physical education teachers. Each handbook contains an overview of SCD, potential medical problems, and appropriate response in the school setting. No charge for single copies which can be photocopied as necessary.

TITLE	**How to Choose a College: Guide for the Student with a Disability**
SUPPLIER	HEATH Resource Center
ADDRESS	One Dupont Circle; Washington DC 20036
PHONE	202/939-9320 or 800/544-3284
ABSTRACT	A pamphlet that follows the format of the Individualized Education Plan (IEP) and offers a step-by-step approach to the search and decision-making process. No charge for single copies.

TITLE	**In Their Own Words...Meeting the Transition Needs of Students Who Have Learning Disabilities**
SUPPLIER	Project Extra; University of Minnesota, General College,
ADDRESS	240 Appleby Hall, 128 Pleasant Av SE; Minneapolis, MN 55455
PHONE	612/626-7848
PRODUCER	Project Extra
DATE	1992
ABSTRACT	This video addresses the issue of transition to postsecondary school for students with learning disabilities. Five students discuss their transition process. This video can be used by high school teachers, students, parents, service providers, and college instructors. The accompanying guide allows the audience to discuss transition laws, disability self-awareness, and transition activities. Purchase: $20.00.

TITLE	**Life after High School for Students with Moderate and Severe Disabilities: Great Expectations and Best Practices**
SUPPLIER	Beach Center on Families and Disability
ADDRESS	c/o Institute of Life Span Studies; 3111 Haworth Hall; Lawrence, KS 66045
PHONE	913/864-7600
PRODUCER	Turnbull A; Turnbull HR.
DATE	1990
ABSTRACT	This three-part video workshop was held in the fall of 1990. Family members, people with disabilities, rehabilitation specialists, and program administrators participated in a teleworkshop to explore new and exciting post-graduation possibilities for youth with disabilities. The video includes a discussion of expectations and future visions, best practices in high school programs, and best practices in supported employment. The package includes a resource handbook; outlines of each session; "Next Steps" worksheets designed to move the viewer towards implementation; and resource lists of printed and audiovisual materials and programs. Purchase: $98.00 for individual use; $298 for organizational use.

TITLE	**Personal and Social Responsibility** (High School Curriculum)
SUPPLIER	Institute for Affective Skill Development
ADDRESS	PO Box 880; 195 La Luz Canyon Rd; La Luz, NM 88337
PHONE	505/437-5282
PRODUCER	Dembrowsky, C.H.
DATE	1989
ABSTRACT	An 87-lesson curriculum designed to develop self-esteem and internal motivation in youth with disabilities and chronic illnesses. The program contains a drug prevention component and an optional parent program. Purchase: $299.00.

TITLE	**Rick, You're In: A Story About Mainstreaming**
SUPPLIER	Coronet/MTI
ADDRESS	108 Wilmot Rd; Deerfield, IL 60015
PHONE	708/940-1260
DATE	1987
ABSTRACT	This film depicts Rick's day-to-day efforts as a student with a disability to become accepted when he enters a regular high school. This uplifting film will help viewers understand the problems, triumphs, and frustrations of students with disabilities as well as the aspirations and interests they share with their fellow students. Available in VHS video or 16 mm. Rental: $75.00; Purchase: $355.00 (video) or $470.00.(16 mm).

TITLE	**SAFE: Stopping AIDS Through Functional Education**
SUPPLIER	CDRC Publications;
ADDRESS	Oregon Health Sciences University; CDRC Publications; PO Box 574; Portland, OR 97207-0574
PHONE	503/494-7522
PRODUCER	Hylton, J; OHSU-CDRC
DATE	1990
ABSTRACT	A multimedia curriculum package designed for adolescents and adults who have severe learning problems secondary to mental retardation. It features specially designed activities, illustrated handouts and video segments. SAFE offers information on preparing a complete HIV/AIDS prevention program. Purchase: $75.00.

TITLE	**School: Obstacle or Opportunity? Coping with Chronic Illness in the Secondary Classroom and the Elementary Classroom.**
SUPPLIER	Beth Cullen, Education Director
ADDRESS	Hematology/Oncology Division; School Intervention Program; Children's Hospital Medical Center; Elland and Bethesda Avs; Cincinnati, OH 45229
PHONE	513/559-8604
DATE	1983
ABSTRACT	This video is aimed at helping school personnel cope with chronic illness in the classroom. Teachers and principals are interviewed, and practical tips are offered to deal with teenagers who have cancer, epilepsy, juvenile arthritis, or other chronic illnesses. Rental: $50.00; Purchase: $100.00.

TITLE	**Teaching the Student with Spina Bifida**
SUPPLIER	Paul H. Brookes
ADDRESS	PO Box 10624; Baltimore, MD 21285
PHONE	800/638-3775
PRODUCER	Spina Bifida Association of Western Pennsylvania
DATE	1992
ABSTRACT	A 30-minute videotape that illustrates the inclusion process. An interdisciplinary team work together to facilitate the mainstreaming of a student with spina bifida. Purchase: $49.00. Companion to a book with the same title. A discounted price is available if purchased together.

TITLE	**Transition: A Way of Life**
SUPPLIER	State Department of Education
ADDRESS	Special Education Section; 650 West State Street; Boise, ID 83720; Attn: Sharon Pond
PHONE	208/334-3940
PRODUCER	Idaho State Department of Education
ABSTRACT	This 12-minute video focuses on school to work transition for young adults with disabilities. Nine areas are identified for planning and service delivery. Each area is highlighted in community filming and statements from persons involved in the transition process. Students, families, educators, adult service agencies, and employees reflect the significance of interdependent planning and service delivery. Rental: No charge (copy and return).

TITLE	**Transition Summary - Options After High School for Youth with Disabilities (No. 7, Sept. 1991)**
SUPPLIER	HEATH Resource Center
ADDRESS	One Dupont Circle; Washington, DC 20036
PHONE	202/939-9320 or 800/544-3284
ABSTRACT	A 28-page compendium of articles. Topics include self-determination, employment, adult systems, accommodations, record keeping, and work incentives of Social Security. A check list,"Taking Action," covers activities that should take place in junior high school, high school and after. A bibliography and resource list is included. No charge while supplies last.

TITLE	**What to Do Until the Learning Disabilitologist Arrives**
SUPPLIER	Joseph H. Rosenthal, M.D., Ph.D.; Learning Disabilities Clinic Deptartment of Pediatrics
ADDRESS	Kaiser/Permanente Medical Center; 280 West MacArthur Blvd.; Oakland , CA 94611
PHONE	510/596-6591
PRODUCER	Rosenthal JH
ABSTRACT	A discussion of learning disabilities, learning differences, and learning styles. This video discusses the historical background of learning disabilities; interactions among physical and psychological components; and clinical and research data about children, adolescents and adults with learning disabilities. Purchase: $35.00.

PROGRAMS

NAME	**Adolescent Employment Readiness Center, Prevocational Training Program for Adolescents with Chronic Illnesses/ Physical Disabilities**
CONTACT	Deborah Hixson
AFFILIATION	Children's Hospital National Medical Center
ADDRESS	111 Michigan Av NW; Washington, DC 20010
PHONE	202/745-3203
ABSTRACT	The goal of the AERC is to improve vocational readiness in adolescents with chronic illnesses and physical disabilities (ages 12-19). The program includes the components of: SERVICE, including career assessment and counseling; capabilities assessments and job placement assistance; EDUCATION, including Career Awareness Day, a prevocational conference for adolescents and their families, Tomorrow's Challenge, an advocacy course, and Career Focus, a career and employment newsletter; RESEARCH, including the expansion of a computerized database to include vocational maturity and job experience variables.

NAME	**HEATH Resource Center**
CONTACT	Rhona C. Hartman, Director
AFFILIATION	Project of American Council on Education Funded by Office of Education, Special Education
ADDRESS	One Dupont Circle; Washington, DC 20036
PHONE	202/939-9320; 800/544-3284 (Voice/TDD)
ABSTRACT	HEATH Resource Center is the national clearinghouse on postsecondary education for individuals with disabilities. HEATH collects information, writes materials, and distributes information to youth, their families, and counselors about the various opportunities available to youth with disabilities of many kinds. The focus is on participation in regular postsecondary educational programs.

NAME	**Homebound/Teleteaching, Special Education Department**
CONTACT	Christine Hamilton or Randy Boyer
AFFILIATION	Tucson Unified School District
ADDRESS	P.O. Box 40400; Tucson, AZ 85717-0400
PHONE	602/882-2496
ABSTRACT	Instruction for homebound/hospitalized students for the duration of their recovery from serious illness, disabling injuries, or surgery. TELETEACHING: All eligible students (grades 7 through 12) enroll in teleclasses taught from three studios equipped with Quorum II Teleclass Bridges (AT&T). Each class groups together 20 students with all able to hear and talk with the teacher and each other. Student can use the regular home phone and earn the same credits as regular students. Previously designated Special Education students are taught by a home tutor or by combining home tutoring with teleclasses. HOMEBOUND: Students K through 6 are taught at home/hospital for a minimum of 4 hours a week by fully-qualified contract teachers.

NAME	**Illinois Transition Project**
CONTACT	Paul Bates
AFFILIATION	Department of Special Education
ADDRESS	110 Pulliam Hall; Southern Illinois University; Carbondale, IL 62901
PHONE	618/453-2668
ABSTRACT	The Illinois Transition Project is a statewide initiative that is designed to coordinate the development of interagency school and post-school resources for the purpose of enhancing post-school employment and community participation of youth with disabilities. A statewide planning council was formed, and several pilot transition projects have been supported in local school systems. Policy recommendations and resource needs were presented to the state legislature and resulted in transition legislation being passed in 1990.

NAME	**Model Secondary School for the Deaf**
CONTACT	Harvey J. Corson, M.D.
ADDRESS	Gallaudet University Model Secondary School for the Deaf; 800 Florida Av NE; Washington, DC 20002
PHONE	202/651-5466
ABSTRACT	MSSD provides a comprehensive, fully-accredited high school program and a residential living program to adolescents with hearing impairments (grades 9 to 12). The faculty/staff is also charged with developing innovative approaches to teaching deaf students including applications of new technology. The school offers programs to advanced learners, students with multiple disabilities, and a preparatory program (1 year) to help recent high school graduates raise their academic performance to a level that will gain them college entrance.

NAME	**NLDN Pen Pal Program**
CONTACT	Deb Irland
AFFILIATION	National Learning Differences Network
ADDRESS	82 S.Townline Rd; Sandusky, MI 48471
PHONE	313/648-2125
ABSTRACT	The NLDN Pen Pal Program matches students (elementary through high school) by approximate age, grade level, and written expression level. Adults with learning disabilities can also be matched with other adults with learning disabilities.

NAME	**National Information Center for Children and Youth with Disabilities**
CONTACT	Any Information Specialist
AFFILIATION	U.S. Dept. of Education
ADDRESS	7926 Jones Branch Drive, Suite 1100; McLean, VA 22101
PHONE	800/999-5599; 703/893-8614 (TDD)
ABSTRACT	The National Information Center for Children and Youth with Disabilities (NICHCY) provides free information to assist parents, educators, caregivers, advocates and others in helping children and youth with disabilities become participating members of the community. NICHCY provides personal responses to specific questions, referrals to other organizations/sources of help, prepared information packets, publications on current issues, and technical assistance to parent and professional groups.

NAME	**Ohio Public Images/Public Images Network**
CONTACT	Laura Fike
ADDRESS	2610 Philadelphia Dr; Dayton, OH 45405
PHONE	513/275-0262
ABSTRACT	Ohio Public Images (OPI) is a non-profit organization which produces educational materials and provides consulting services to help communities and groups put together public awareness plans and conduct training sessions on developmental disabilities. OPI's national division, Public Images Network, provides similar services on a national level.

NAME	**Oregon Secondary Special Education and Transition Project**
CONTACT	Ray S. Rothstrom
AFFILIATION	Oregon Department of Education
ADDRESS	700 Pringle Parkway SE; Salem, OR 97310
PHONE	503/378-3598
ABSTRACT	Oregon's program focuses on developing and implementing community transition teams which include individuals with disabilities, parents, educators, adult service providers, agencies, employers and other active community representatives. Project materials are being developed in the following areas: team composition and selection; local needs assessment; program standards; planning and goal setting; training; implementing written plans; evaluation of program implementation and student outcomes; and collecting follow-up data on school leavers.

NAME	**Project ABLE (Academic Bridges to Learning Effectiveness)**
CONTACT	Mary Ellen Jenison
AFFILIATION	Metropolitan Community Colleges of Kansas City, Missouri
ADDRESS	Longview Community College; 500 Southwest Longview Rd; Lee's Summit, MO 64081-2105
PHONE	816/763-7777, ext. 366
ABSTRACT	Project ABLE is a structured curriculum designed to help individuals with learning disabilities or head injuries become independent learners. It includes affective as well as academic components. Students take courses on college resources, personal development, learning styles, and career awareness. Students also are required to attend support group sessions. A specialized reading course that addresses individuals with auditory discrimination deficits and a "hands-on" math course are offered.

NAME	**Project EMPOWER**
CONTACT	Jack Campbell
AFFILIATION	Prince George's Private Industry Council
ADDRESS	1802 Brightseat Rd; Landover, MD 20785
PHONE	301/386-5522, ext. 244 (voice or TT)
ABSTRACT	Empower is a self-determination/transition program that teaches high school and junior high school students with orthopedic disabilities to make decisions about their lives and to advocate for themselves. Students are matched with adult mentors. In addition to having fun, students learn how to recognize barriers they must overcome or change. They learn ways to effect the changes in attitudes and the environment to make them more accessible.

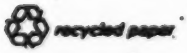
NAME	**Project School Care**
CONTACT	Judith S. Palfrey, M.D.
AFFILIATION	Children's Hospital, Gardner 610
ADDRESS	300 Longwood Av; Boston, MA 02115
PHONE	617/735-6714
ABSTRACT	Project School Care provides consultation to school systems as schools respond to the challenge of integrating children assisted by medical technology. The model adopted includes early referral into the educational setting; building the team; assessment, planning and development of the Health Care Plan; training; enrollment of the child into the chosen school placement, and follow-up and evaluation. Project School Care also provides training for health and education personnel.

NAME	**Self-Determination Curriculum Project**
CONTACT	Michael Wehmeyer Ph.D., Project Director
AFFILIATION	Department of Research and Program Services; The Arc
ADDRESS	500 East Border St, Ste 300; Arlington, TX 76010
PHONE	817/261-6003 or 800/433-5255
ABSTRACT	The Self-Determination Curriculum Project, funded through the U.S. Department of Education, Office of Secondary Education and Transition Services, is developing a curriculum for teaching special education students the core skills necessary to achieve self-determination, defined as the ability to take responsibility for one's life and to make choices regarding one's actions free from undue outside interference. The curriculum is designed for and will be field-tested with adolescents with learning disabilities and mental retardation. It will be applicable to a variety of educational settings, including integrated classrooms. The curriculum guide will provide instructional procedures and strategies to include families.

NAME	**The Adolescent Day Hospital/Children's Day Hospital/ The First State School**
CONTACT	Janet P. Kramer, M.D., Adolescent Medicine Section Chief
AFFILIATION	Medical Center of Delaware
ADDRESS	Christiana Hospital; P.O. Box 6001, 4C-4109; Newark, DE 19718
PHONE	302/733-4107
ABSTRACT	The Adolescent Day Hospital for Chronically Ill Adolescents, a first of its kind in the U.S., is an educational-medical program co-sponsored by the Medical Center of Delaware and the Delaware Department of Instruction to promote intellectual, social, and emotional growth for homebound adolescents in sixth through 12th grade who are too ill to attend regular school. On school days, the adolescents are transported to and from the medical center on special buses and receive their medical care while attending an educationally-excellent program which includes peer support, family support, psychological services, and career-transition planning.

NAME	**The Center for School and Community Integration (CSCI)**
CONTACT	Jeff Sprague
AFFILIATION	Institute for the Study of Developmental Disabilities (ISDD) at Indiana University, Bloomington
ADDRESS	2853 E. 10th St; Bloomington, IN 47408-2601
PHONE	812/855-6508
ABSTRACT	The Indiana LRE Project is a collaborative effort among the State Division of Special Education, Indiana University, and local public schools to provide quality services for students who have severe disabilities. The project is designed to provide training and technical assistance to public schools which are committed to integration and functional programming for students with severe disabilities. The Project is founded on the premise that school programs must include: the elements of physical integration; social integration; functional, community-based curriculum development; effective classroom management; administrative policy development; and planning for transition to school, to work, and to adult life.

NAME	**Youth Self-determination Program/Empowerment for Leadership**
CONTACT	Kathy Truax
AFFILIATION	Ridgedale YMCA
ADDRESS	12301 Ridgedale Dr; Minnetonka, MN 55305
PHONE	612/544-7708
ABSTRACT	Empowerment for Leadership (ELP) pairs middle school student peers with and without disabilities to establish relationships. Once relationships are made, peer groups begin venturing into the community where service is a common theme. Model suggests an approach that pairs school-based or after-school programs with an outside agency.



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Nancy A. Okinow, M.S.W.
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Donald Orr, M.D., Chair
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Dale C. Gareil, M.D.
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UCLA School of Medicine
Los Angeles, California

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American Medical Association
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Howard University Hospital
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National Center for Youth with Disabilities
University of Minnesota
Box 721
420 Delaware Street S.E.
Minneapolis, MN 55455

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Council for Exceptional Children
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Reston VA 22091

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